



مدرسة سمارت فيجن  
SMART VISION SCHOOL

# English Language Learners (ELL) Policy 2022-2023

This procedure is reviewed annually to ensure compliance with current regulations

**Date of Original Policy:** 2016

**Date of Full Revision:** August 2022

**Date of Next Review:** August 2023

## **Introduction**

The overall ethos and curriculum of Smart Vision School (SVS) is inclusive and welcoming. English Language Learners are valued members of our community who enrich the diversity of the community. Newly arrived children will of course differ in terms of their previous educational experience and their previous experience of learning English as an additional language. By no means will all be beginners in terms of English language development. They are included in the mainstream with first-language English speakers acting as models for them to make optimal progress. Working with ELL children can provide a resource to the classroom, aid the learning process for all children, and improve language skills and cross-cultural understanding for the entire class.

The linguistic and cultural diversity of the school's population is considered to be both a strength and a rich resource in the promotion of language learning among students.

The school seeks to enable students to function as international citizens, which entails the ability to function capably and comfortably within and between cultures. Developing the capacity to speak more than one language is an integral part of this preparation and, as a result, the provision of additional language instruction has been made available.

The language of instruction used to deliver the curriculum is English. Students admitted to the school are taught the skills needed to become proficient readers, writers, and communicators in the English language both for social interaction and academic success. The mother tongue or first language is the one that the individual is most proficient in and is often the language used at home. The development of the first language is encouraged through an ethos of acceptance and celebration of linguistic diversity within the community. There is also recognition that a strong level of competency in the first language can be an important ingredient in their success as learners of additional languages. However, it is important to recognise the need for English to be spoken in both formal and informal contexts to ensure the development of language skills.

English Language Learning (ELL) refers to English instruction that assists the student in gaining sufficient English language proficiency to cope with the English-speaking environment. This is accomplished through small group specialist instruction and support within and outside the classroom.

## **Aims and objectives**

- To demonstrate that parents' and carers' linguistic, cultural, and religious backgrounds are valued and respected.
- To place children who are English language learners alongside fluent users of English who can provide good language and learning role models.
- To understand and accommodate the fact that the child may already have acquired the relevant skills and concepts of a subject, but initially may lack the language to express these in English.
- To place the child in a class or group which includes a child who speaks the same language if possible.
- To maintain an age-appropriate curriculum and high cognitive challenge as these are critical to progress for learners of ELL.
- To understand that English language learners should not be considered as a 'special need' and bilingual learners should not be automatically identified for Special Needs support – this is likely to be inappropriate to their needs.
- To ensure that the child is included in groups that can provide good role models in terms of language and learning in order to create the best fit for his/her language and learning needs during independent and group working sessions.

- To understand that test scores will not accurately reflect the potential of a child who is in the early stages of learning English and should not, therefore, be used as the main criterion for placing the child in a teaching group.
- For the Teacher of ELL to lead and share good practice with information, guidance, and classroom strategies.

## **Curriculum**

All students in our school follow the curricular requirements of the National Curriculum for England.

Complete beginners to the language are provided extra lessons before school, within the school timetable and as ECA's. These lessons follow a step-by-step syllabus where the classes are topic based. We focus on grammatical development and phonological awareness in the English language. The intensive lessons are individual, pair, or group sessions and include conversational opportunities. The requirement for whether or not the student needs to stay in the program is regularly reviewed.

For the more advanced ELL the mainstream curriculum is adapted by the Teacher/ELL department and in-class support is given to allow the student access to the curriculum.

## **Learning and Teaching**

The school will provide a system for each year group to share planning with ELL teachers. Plans will identify the demands of the National Curriculum and provide differentiated opportunities matched to an individual ELL student's needs.

We will develop spoken and written English by

- Providing a range of reading materials that highlight the different ways in which English is used.
- Providing a range of different interactive learning strategies and media to enable all children to be involved in their learning
- Ensuring that there are effective opportunities for speaking as it in turn supports writing.
- Ensuring they are always active participants in achieving meaningful and relevant learning.
- Encourage students to transfer their knowledge, skills, and understanding of one language to another.
- Provide a suitable context to the learning of key skills that children are able to apply to a theme, personal fulfilment, and/or citizenship and/or role in society
- Building on student's experience of language at home and in the community, so that their developing uses of English and other languages support one another
- Encourage further study in partnership with parents by providing suitable home study materials and websites.

## **Assessment**

- All ELL students are assessed in line with National Curriculum levels using whole-school assessment procedures.
- ELL students in primary will be given support in writing assessments by reading and extra time when required.
- Formative assessment of ELL students tracking their progress through the phases of language learning is maintained until the student reaches age-appropriate language levels.
- It is acknowledged that children make progress in acquiring English as an additional language in different ways and at different rates.
- Assessments should be carried out wherever possible in a situation that is familiar to the learner.
- Teachers should use their professional judgement regarding the assessment procedure and should ensure that the assessment does not cause distress or discomfort to the learner.

**Identification of ELL students**

Parents are asked to inform the school of any language needs their child may have upon entry to the school. In addition to this, the Class Teacher should be able to identify and assess students with ELL needs in order to target them for support. This can be done using a variety of data including

- Placement tests
- Where a student's level of English language proficiency impedes access to the curriculum
- Teacher referral
- Reading and spelling running records
- Consultation with parents
- Attendance and behaviour monitoring

**Resourcing**

Resources will be managed by the class teachers through their planning. The ELL teacher can advise on other appropriate resources suited for individual learners. The ELL teacher will lead the development and management of resources including digital learning in each year group.